**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

The researcher divides this chapter into two parts. The first part deals with speaking, and the second deals with the learning strategy presented in the following discussion.

**A. Speaking**

 **1. Definition of Speaking**

In general, speaking is very important in someone’s life. By speaking, someone will be able to interact with other. Speaking is the productive oral skill (Nunan, 2003:64). Oral activity can also give someone pleasure and joys. It involves putting a message together, communicating the message, and interacting with other people (Lindsay, 2006:57). Oral expression involves not only the use of the right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning (Mackey, 1965) (cited in Bygate, 1987:5). Meanwhile, according to Oxford (1976:8) Oral communication is two-way process between spaker and listener and involves the productive skill of speaking and the receptive skill of understanding. Morever, another definition of speaking is the uniquely human achievement to communicate information, ideas to other using oral language. The most learners learn a foreign language in order to be able to speak the language. They can communicate by the language. Speaking can be practiced by the students in the forms of conversation, speech, dialogue, etc.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1999:39). Furthermore, speaking proficiency play very important role in language learning, including foreign language learning. Because speaking is a process of building and sharing meaning through the use of verbal and non symbol, in a variety contexts.

**2. Aspect of Speaking**

 Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. There are some components of speaking concerned with vocabulary, grammar, and pronunciation (Syakur, 1987:3).

1. Vocabulary

One cannot communication effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Therefore, vocabulary means the appopriate diction which is used in communication.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978:5) that student’s ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

1. Pronunciation

Pronunciation is the way for student’s to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Theoretically, developing speaking proficiency means developing vocabulary, grammar, and pronunciation. In short, developing speaking proficiency means developing all of three components.

Speaking is making use words in an ordinary voice, uttering words, knowing and being abe to use language, expressing one self in words, making speech. While proficiency is the ability to do something well. Therefore, the researcher can infer that speaking is the ability to make use of words or a language to express oneself in an ordinary voice. In short, the speaking proficiency is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby, 1995:826).

**3. Learning of Speaking**

 In speaking, it is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language.

Tarigan, (1990:133-134) on book *Language Teaching*has classified learners on langugae learning as four parts. First, concrete learners this type of learner more like to learn by practice or direct applied. Second, is analytical learner, they learner more pleasure this type habitually study by self or alone. Then communicative learners, these crowded learners study by observations or communicate by native speaker and finally authority oriented learners.

Furthermore, Language learning is not a skill where teacher can simply bone up on rules and words in isolation. Language is for communicating with people (whether through oral or written modes), and the more they engage in such face to face communication, the more their overall communicative competence will improve (Brown, 2001:181).

**4. The Nature of Speaking**

 Speaking is one of the aspects of studying English. This ability is described as the ability to use language in an ordinary voice, or the ability to express oneself in life situation, or the ability to report acts situation in precise words, or the ability to converse or to express sequence of ideas fluently. To speak communicatively and to get the ideas understood by someone else, it is required a number of anilities to be posed by the teacher.

 In some situation, we use speaking to give instructions or to get thing done. We use speaking to describe thing, to complain about people’s behavior, to make polite requests, or to entertain people with jokes and anecdotes. Each of these different purposes for speaking implies knowledge of the rules that account for how spoken language reflect the context or situation in which speech occurs, the participants involved and their specific roles and relationship, and the kind of activity the speakers are involved it.

Speaking is the act of expressing thought, ideas, and feeling by using audible symbol of visible bodily action. So that, we can expect listeners to understand the meaning of message that requires different abilities, such as ability to pronoun the words, ability to organize the words into phases or sentence, ability to choose the words related to the topic, and ability to convey the content of the messages.

In order to be able to speak in other language and someone understood, it is not usually necessary to reach a perfect level of competence and control. In fact, people can communicate orally with very little linguistic knowledge when they make good use of pragmatic and socio cultural factor. Beside that, we must to know the learning speaking process too. Learning process is a process knowledge gained by students. Therefore, learning speaking process is a process knowledge gained by students in producing sounds to communicate with other and the others side produce the sound to give response back to undersatnd each other what they want to express.

 In learning speaking process, learner must conform vocabulary,grammar and pronunciation. According to Joan Rubin and Irene Thompson (1982) (cited in H. Douglas Brown, 2001:209) stated that characteristics good language learner are:

1. Find their own way, taking change of their learning.
2. Organize information about language.
3. Are creative, developing a “feel” for language by experimenting with its grammar and words.
4. Make their own opportunities for practice in using their language inside and outside the classroom.
5. Learn to live with uncertainly by not getting flustered and continuing to talk or listen without understanding every words.
6. Use mnemonics and other memory to recall what has been learned.
7. Use linguistic knowledge, including knowledge of their first language, in learning a second language.
8. Learning certain tricks that help conversation going.
9. Learn different style of speech and writing and learn to vary their language according to the formality of the situation.

**5. Characteristic of Successful of Speaking Activities**

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc.) are intrinsically enjoyable in themselves (Harmer, 1998: 88). To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 199:39).

 However, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001: 270). The statement is supported by Munjayanah (2004: 16) that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

1. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
2. Participant is even. Classroom discussion is not dominated by a monitory of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easy comprehensible to teach other and of acceptable level of language accuracy.

**B. Learning Strategy**

Learning strategies are the mental processes which learners employ to learn and use the target language (Nunan, 1991:168). A strategy consisted of mental or behaviour activity related to some specific stage in the overall process of language acquisition or language use. So, strategies are specific means that learners use to learn or improve their language (Nunan, 2003:269).

Many education studies have observed learning strategies since 1980s and this has also been a trend in second and foreign language education (Oxford & Lee, 2008: 8). Researchers have discovered that successful second language learners, compared with their less successful classmates, used more strategic mental process (learning strategies) and employed them more frequently. This strategy use was shown to occur before, during, and after second language task (Oxford and Cho, 1994; Cho, et al 2004:8). In most of research on language learner strategies, the primary concern has been on identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language.

**1. The Definition of Learning Strategies**

Learning strategies have been defined by several researchers, such as explained by Bialystok (1978:71), language learning strategies are optional for exploiting available information to improve competence in a second language. While, Wenden & Rubin, (1987:19) said that learning strategies are any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information. In addition based on Chamot (1987) (cited in Ellis, 1994:531), learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area of information.

The next definition of learning strategy is delivered by O’Maley & Chamot (1990:1), they say that learning strategy are the special thoughts or behavior that individuals use to help them comprehend, learn, or to retain new information. Other definition can be found in Oxford (1990) (cited in Oxford, 1994:1) learning strategies are specific actions, behaviors, steps, or techniques that students to improve their progress in apprehending, internalizing, and using second language. Meanwhile, learning strategies are intentional behavior and thoughts used by learners during learning so to better help them understand, learn, or remember new information is explained by Ricard & Plat, (1992) (cited in Hismanoglu, 2000:2). In addition, other definition of learning strategies are strategies which contribute to the development of the language system which the learner constructs and effect learning directly (Rubin, 1987) (cited in Ellis, 1994:531).

The definitions above imply that language learning strategies are something to do with practical guides used by individual learners to achieve their language learning outcomes in the term of language proficiency. All language learners use language learning strategies either consciously or unconsciously when processing new information and performing task in both in language classroom and outside of classroom. Since these two language settings are like problem solving environments in which language learners are likely to face new input and difficult task given by their instructors, learners’ attempt to find the quickest or easiest way to do what is required, that is using language learning strategies is inescapable.

Learning strategies are typically grouped into three categories, they are cognitive, meta-cognitive, and socio-affective (O’ Malley, 1989, Chamot, 1989). Cognitive strategies are behaviors, techniques, or actions used by learners to facilitate the acquisition of knowledge or a skill (Rubin, 1987). Meta-cognitive strategies are management techniques by which control their learning process via planning, monitoring, evaluating, and modifying their learning approaches. Meanwhile, socio-affective strategies include asking for clarification, repeating, imitating, circum-locuting, cooperating, and engaging in private speech (Hall, 2001). However, language learning strategies may be grouped in other ways.

**2. Kinds of Learning Strategies**

According to Stern (1992: 262-266), there are five main language learning strategies. They are as follows:

1. Management and planning strategies
2. Cognitive strategies
3. Communicative – experiential strategies
4. Interpersonal strategies
5. Affective strategies
6. *Management and Planning Strategies*

 Management and Planning Strategies are related to learners’ intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by teacher whose role is that of an advisor and resource person. That is to say that learner must:

(a). Decide what commitment to make to language learning

(b). Set himself reasonable goals

(c). Decide on appropriate methodology, select appropriate resources, and monitor progress

(d). Evaluate his achievement in the light of previously determined goals and expectation

*b. Cognitive Strategies*

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning material. Here, some of the cognitive strategies are exhibited:

(1) Guessing/Inductive Inference

(2) Deductive reasoning

(3) Practice

(4) Memorization

(5) Monitoring

*c. Communicative Experiential Strategies*

 The activities of this strategies such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992:265).

*d. Interpersonal Strategies*

They should monitor their own development and evaluate their own performance. Learner should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern, 1992:265-266).

1. *Affective Strategies*

It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, second language learners may have negative feelings about native speaker of second language. Good language learners are more or less conscious of these emotional problems. Good language learners try to create association of positive affect towards the foreign language and its speaker as well as towards the learning activities involved. Learning training can help students to face up the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern, 1992:266).

1. **The Importance of Language Learning Strategy in Language Learning and Teaching**

Teaching learning strategies is especially useful for the latter learners. Learning strategies should be selected to match the activity. Teachers may teach their students some strategies, yet these strategies might not fit them all the time. Whether teachers teach students optional strategies is definitely an important factor and will affect whether they can be proficient English learners. If they can find the strategies which are effective for studying, they will be able to study successfully.

 Since the amount of information to be processed by language learners is high in language classroom, learners used different language learning strategies in performing the tasks and processing the new input they face. To achieve a desired learning outcome, teacher should provide teaching interventions and activities that are compatible with the ways through which learners like to learn the language or any other subject matter (Riazi & Riasati, 2007:1). Furthermore, it is stated that when mismatches exist between learning style of the learners in a class and the teaching style of the teacher, the students may become bored and in attentive in class and they get discourage about the course.

According to Fedderholdt (1997: 1), the language learner capability of using a wide variety of language learning strategy appropriately can improve his speaking proficiency in a better way. Meta-cognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve problems. Socio-affective strategies include asking native speaker to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as meta-cognitive, cognitive, and socio-affective can help the language learner independence and autonomy whereby he can take control of his own learning.

Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the target languageand communication strategies are one type of language learning strategies. It follows from this that language teacher aiming at developing the communicative competence of the students.

As Oxford (1989) (cited in Ellis,Clouston, 1997:3) states that language learning strategies are especially important for language learning because they are tools for active, self-direct movement, which is essential for developing communicative competence. Beside, developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to the appropriate characteristics of good language teachers.

1. **Framework for Learning Strategies**

El-Dinary and Robbins suggested splendid models in *The Learning Strategies Handbook (1999).* In the book, they mention the instructional framework as preparation, presentation, practice, evaluation and expansion. As strategy training is especially important for learners who cannot manage their learning by themselves, strategy selection based on the framework provides good guidance for teaching learning strategies. El-Dinary and Robbins (1990:43-44) presented many instructional to include learning strategies which follow the five phases of the learning framework. The instructional framework is as follows:

*(a). Preparation*

Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies.

Example: Setting goals and objectives, identifying the purpose of a language task, over-viewing and linking with already known materials.

*(b). Presentation*

The teacher demonstrates the new learning strategy and explains how and when to use it.

Example: Explaining the importance of the strategy, asking students when they use the strategy.

*(c). Practice*

Students practice using the strategy with regular class activities.

Example: Asking questions, cooperating with others, seeking practice opportunities.

*(d). Evaluation*

Students self-evaluate their use of the learning strategy and how well the strategy is working for them.

Example: Self-monitoring, self-evaluating, evaluating their learning.

*(e). Expansion*

Students extend the usefulness of the larning strategy by applying it to new situations or learning for them.

Example: Arranging and planning their learning.

1. **Having Students Monitor their Strategies**

It is important to have students monitor their learning strategies. The ability to judge whether they use the best strategies is an inevitable factor for them to study effectively. Students should use appropriate strategies depending on the task. Learning strategies which students use should change as their learning stage changes. They need to know which strategies they use and monitor whether they are using the proper strategies for their goal. From this perspective, not all studies on second language learning strategy training have been uniformly successful. Thus, more research is essential in the area of learning strategy training.